

About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

School Results

School: Vivian E Hussey Primary

District: RSU 60/MSAD 60

Code: 1254-1747



Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

Grade Level Summary Report

School:	Vivian E Hussey Primary
District:	RSU 60/MSAD 60
State:	Maine
Code:	1254-1747

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				105	21	20	57	54	19	18	8	8	447	223	17	55	20	9	446	13,375	18	50	22	11	445
MATH				105	15	14	63	60	14	13	13	12	445	223	18	54	17	10	446	13,416	15	45	24	16	443
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

Subtopic	Total Possible Points	Percent of Total Possible Points										
		0	10	20	30	40	50	60	70	80	90	100
Word ID/Vocabulary	44											
Type of Text												
Literary	43											
Informational	43											
Level of Comprehension												
Initial Understanding	47											
Analysis & Interpretation	39											



Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

Disaggregated Reading Results

School: Vivian E Hussey Primary
 District: RSU 60/MSAD 60
 State: Maine
 Code: 1254-1747

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				105	21	20	57	54	19	18	8	8	447	223	17	55	20	9	446	13,375	18	50	22	11	445
Gender																									
Male				52	6	12	34	65	7	13	5	10	445	115	13	56	21	10	444	6,903	14	49	24	13	444
Female				53	15	28	23	43	12	23	3	6	448	108	20	54	19	7	447	6,472	21	51	20	9	447
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										4						212	11	43	28	17	442
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						157	13	49	23	15	443
Asian				0										3						215	19	47	22	12	446
Black or African American				0										1						357	6	34	28	31	437
Native Hawaiian or Pacific Islander				0										0						11	64	18	18	0	455
White				102	21	21	56	55	19	19	6	6	447	214	17	56	20	8	446	12,318	18	50	21	10	446
Two or more races				0										0						105	12	56	19	12	444
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				1										6						396	5	36	29	30	437
Former LEP student - monitoring year 1				0										0						12	42	58	0	0	458
Former LEP student - monitoring year 2				0										0						8					
All Other Students				104	21	20	56	54	19	18	8	8	447	217	17	55	19	9	446	12,959	18	50	22	10	446
IEP																									
Students with an IEP				10	2	20	2	20	3	30	3	30	439	30	7	17	37	40	433	2,043	3	23	33	41	433
All Other Students				95	19	20	55	58	16	17	5	5	447	193	18	61	17	4	447	11,332	20	55	20	6	448
SES																									
Economically Disadvantaged Students				37	7	19	15	41	10	27	5	14	444	83	13	47	27	13	443	6,076	10	46	28	17	442
All Other Students				68	14	21	42	62	9	13	3	4	448	140	19	59	16	6	447	7,299	24	53	17	6	449
Migrant																									
Migrant Students				0										0						5					
All Other Students				105	21	20	57	54	19	18	8	8	447	223	17	55	20	9	446	13,370	18	50	22	11	445
Title I																									
Students Receiving Title I Services				39	3	8	17	44	11	28	8	21	440	69	4	42	35	19	439	2,491	4	37	40	20	438
All Other Students				66	18	27	40	61	8	12	0	0	451	154	22	60	13	5	448	10,884	21	53	18	9	447
504 Plan																									
Students with a 504 Plan				0										0						213	7	55	31	8	443
All Other Students				105	21	20	57	54	19	18	8	8	447	223	17	55	20	9	446	13,162	18	50	22	11	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

Mathematics Results

School: Vivian E Hussey Primary
 District: RSU 60/MSAD 60
 State: Maine
 Code: 1254-1747

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

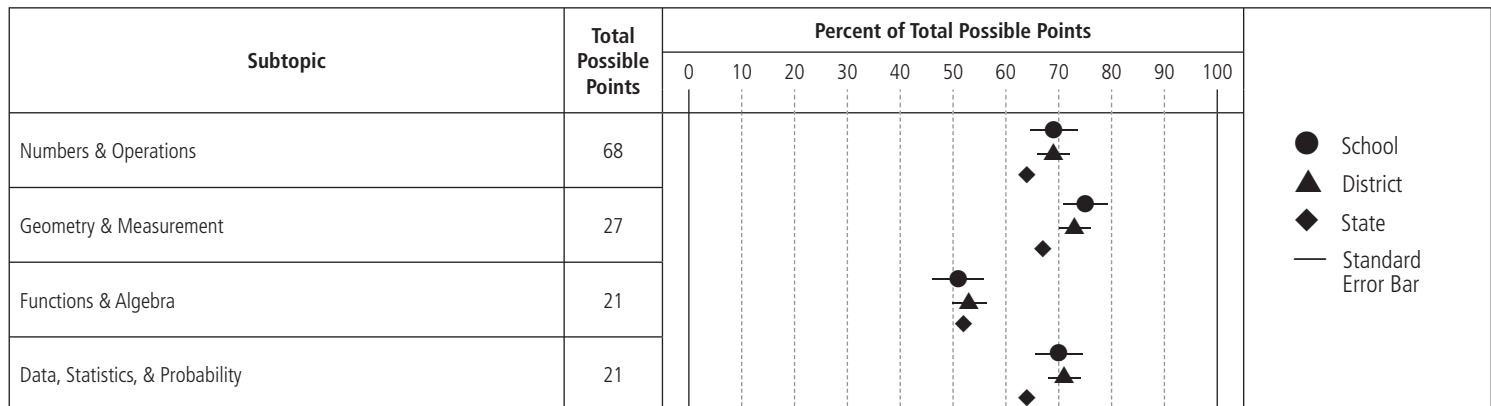
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				71 105	7 15	10 14	37 63	52 60	15 14	21 13	12 13	17 12	443 445
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				197 223	32 41	16 18	108 121	55 54	39 38	20 17	18 23	9 10	446 446
STATE 2008-09 2009-10 2010-11 Cumulative Total				13,481 13,416	1,850 2,032	14 15	6,485 6,041	48 45	3,034 3,241	23 24	2,112 2,102	16 16	443 443





Fall 2010 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2009-2010

Disaggregated Mathematics Results

School: Vivian E Hussey Primary
District: RSU 60/MSAD 60
State: Maine
Code: 1254-1747

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				105	15	14	63	60	14	13	13	12	445	223	18	54	17	10	446	13,416	15	45	24	16	443
Gender																									
Male				52	9	17	30	58	6	12	7	13	445	116	20	52	16	13	446	6,924	17	44	23	16	443
Female				53	6	11	33	62	8	15	6	11	445	107	17	57	19	7	446	6,492	14	46	25	15	442
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										4						217	6	42	25	26	439
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						159	19	36	25	19	442
Asian				0										3						216	16	48	22	14	444
Black or African American				0										1						384	4	27	26	43	433
Native Hawaiian or Pacific Islander				0										0						11	27	36	36	0	448
White				102	15	15	62	61	13	13	12	12	445	214	19	56	16	9	446	12,324	16	46	24	15	443
Two or more races				0										0						105	14	44	24	18	442
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				1										6						439	4	30	24	42	434
Former LEP student - monitoring year 1				0										0						12	42	42	17	0	456
Former LEP student - monitoring year 2				0										0						8					
All Other Students				104	15	14	62	60	14	13	13	13	445	217	18	55	17	10	446	12,957	15	46	24	15	443
IEP																									
Students with an IEP				10	0	0	4	40	1	10	5	50	434	30	3	27	23	47	433	2,045	4	25	27	44	433
All Other Students				95	15	16	59	62	13	14	8	8	446	193	21	59	16	5	447	11,371	17	49	24	11	445
SES																									
Economically Disadvantaged Students				37	4	11	17	46	7	19	9	24	442	83	11	53	20	16	443	6,108	8	40	29	24	439
All Other Students				68	11	16	46	68	7	10	4	6	447	140	23	55	15	7	447	7,308	21	50	20	9	446
Migrant																									
Migrant Students				0										0						5					
All Other Students				105	15	14	63	60	14	13	13	12	445	223	18	54	17	10	446	13,411	15	45	24	16	443
Title I																									
Students Receiving Title I Services				39	1	3	16	41	12	31	10	26	438	69	3	48	26	23	439	2,505	4	32	36	29	436
All Other Students				66	14	21	47	71	2	3	3	5	449	154	25	57	13	5	448	10,911	18	48	21	13	444
504 Plan																									
Students with a 504 Plan				0										0						212	8	47	29	17	441
All Other Students				105	15	14	63	60	14	13	13	12	445	223	18	54	17	10	446	13,204	15	45	24	16	443

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